**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_The Lorax\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TIME FRAME: \_2 weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | The students will recall events from Dr. Seuss’ story, The Lorax, and make connections to environmental issues affecting their lives.  Students will make judgments and begin to observe positive actions that will preserve the condition of the earth. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.  X Students will value evidence.  X Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  RL1.1 Ask and answer questions about key details in a text.  RI 1.1 Ask and answer questions about key details in a text.  FS 1.1a Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g first word, capitalization, ending punctuation.)  FS 1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. | | |  | | --- | | **Writing** |   W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |  | | --- | | **Speaking and Listening** |   SL1.1a Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups. Follow agreed-upon rules for discussion. | |  | | --- | | **Language** |   L1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How do our actions affect the places that we live? | | | Humans can protect their environment and improve the conditions for the growth of plants. | | |
| What can we do to help protect our environment? | | | Reusing or recycling products is helpful to our environment. | | |
| Why is protecting the environment so important to us? | | | Littering causes harm to our environment. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Ask students "What is pollution?" Something in the environment that is harmful or poisonous. Discuss examples of pollution in *The Lorax.*   * + Water Pollution: All the Gluppity-Glupp and all the Schloppity-Schlopp made by the machinery is being dumped into the pond. What happens to the fish when you put all of all of this pollution into the water? Can you think of some other problems this might cause? (no drinking water, no swimming)   \*Discuss why the book was written. Was the purpose to entertain, to inform, or to persuade? (this text is great for teaching author's purpose)  Note: Websites consulted offered conflicting theories regarding Theodore Geisel's (Dr. Seuss) purpose in writing The Lorax. Some believe it was typical rhyming nonsense in the Seuss style, while others think it was written to convey a powerful message to help "save our planet".  Next after reading The Lorax, draw a picture web or chain to show in sequence how each species relies on the Trufulla trees. Also show how the Once-ler's factory not only took the Trufulla trees away, but polluted the air and water.  Trufulla trees chopped down-- Brown Bar-ba-Loots have no food.  Swammy Swans have no nest  Environmentaly waste from factory-- air too polluted for Swammy Swans and water to dirty for fish. Smog from factory blocks sun. | **Writing Tasks**  Ask students to brainstorm a list of nouns that relate to the environment and then brainstorm verbs that relate to those nouns. Verbs must end with -ing. Write several of the student's suggestions next to the nouns. Students then choose eight noun-verb pairs to write an 8 -10 line poem ending in a phrase such as "Save the Earth" or "We Love Our Planet." Print the poem out and give to each student to glue on a paper and illustrate. For example rivers rolling, trees swaying, skies sparkling, sun shining etc.  List the ways we use water each day; brushing teeth, washing hands, drinking, taking a bath, washing the dishes, washing clothes, watering the garden or lawn, swimming etc. Discuss water conservation and some things we can do to conserve water? Don't take baths; a quick shower saves more water. Turn off the faucet when you brush your teeth. Only wash full loads of clothes. Plant a yard with flowers, and plants that do not need a lot of water to grow.  Great modeled writing lesson- Reread the last page of the text. With the students to write The Lorax II which lets the reader know what happened to the last of the Truffala Tree seeds.  Design a bird feeder, watering station or bird house. Use recycled materials. With help from the teacher, write a how- to guide for making your project. | | **Discussion Tasks**  Listen to the selected story to gather information to use in class discussion.  Discuss some of the following questions using the [Think-Pair-Share method](http://blogs.scholastic.com/1_2/2008/10/think-pair-shar.html).   * The Lorax says that the Once-ler is greedy. Greed is defined as a selfish desire for food, money, or possessions over and above what one needs. Can your student think of ways that the Once-ler proves his greed? * The Once-ler says, "I biggered my money which everyone *needs*." Is it true that everyone needs money? * How much money do people need? * Is it right to make a ton of money while destroying the environment? * Discuss the difference between a want and a need. Did people *need* Thneeds? * What are some ways humans pollute the air? Fires, smoking, vehicle fumes (cars, airplanes, boats), household products (paint, aerosols, cleaners), wasting electricity.   Discuss noise pollution and distinguish between noises that can be controlled and those that cannot. What are pleasant noises that make you think of a healthy and clean environment? Have students illustrate pictures for each noise listed: ocean waves, morning birds, falling rain, whoosh of a Frisbee, crack of a bat, purr of a cat, whistle of the wind, silence of night, etc.  \*After reading the book, discuss with the students which main character they liked the best...The Onceler or The Lorax. | | **Language/Vocabulary Tasks**  Dr. Seuss loved to make up his own words. Can your students write definitions for the following words from the story? *Moof, gruvvulous, slupps, snergelly, rippulous, snargled, cruffulous, smogulous, biggering*  Throughout this story Dr. Seuss only lets us see parts of the Once-ler (his eyes and hands). Ask students what they imagine the rest of the Once-ler to look like? Brainstorm some ideas, and then have each student draw a picture of the Once-ler. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Preview students understanding of Author’s Purpose by asking why you think this book may have been written.**  **How do you know if a book is true or not?** | | **Continue to question students about events in the book to determine understanding. Use the picture chain to determine students understanding of cause and effect. Look or an understanding that actions cause the environment to have negative consequences.** | | **Completion of how-to for bird feeder or house with the help of an adult.**  **Determine the students’ ability to answer questions about the story.** | |
| **Text(s) Selections** (generated by both teacher and student)  Teachers will list the genres/titles for study:  The Lorax, Dr. Seuss read- aloud 560 Lexile Additional Read AloudsWorld Without Fish by [Mark Kurlansky](http://www.amazon.com/Mark-Kurlansky/e/B001H6GAAU/ref=ntt_athr_dp_pel_1)One Well: The Story of Water on Earth [Rochelle Strauss](http://www.amazon.com/Rochelle-Strauss/e/B0034OQYP4/ref=ntt_athr_dp_pel_1)The Three R's: Reuse, Reduce, Recycle [Nuria Roca](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Nuria%20Roca&ie=UTF8&search-alias=books&sort=relevancerank)Recycle!: A Handbook for Kids [Gail Gibbons](http://www.amazon.com/Gail-Gibbons/e/B000AQ3WRM/ref=ntt_athr_dp_pel_1) | | | | | |
| **Notes:**  <http://origin-www.seussville.com/games/lorax/>  <http://www.seussville.com/activities/LORAX_WhatCanYourClassDo.pdf> - cross curricular ideas  <http://www.seussville.com/Educators/lorax_classroom/assets/downloads/SLM_Lorax_WebUpdates_Poster.pdf> | | | | | |